

# DIRECTIONS AND DEFINITIONS FOR LIBRARY MEDIA CENTER MSIP REVIEW

<b>6.8</b>	<b>Library Media Center (LMC) resources and services are an integral part of the instructional program.</b>
<b>6.8.1</b>	<b>Interviews (L1; T29) indicate that students are taught information literacy skills by:</b> <ul style="list-style-type: none"> <li>-teachers</li> <li>-librarians</li> <li>-other</li> </ul>
	<b>Directions:</b> See 6.4.3 and interview sheets. Read all collected answers for L1 (Library interview sheet – question 1) and T29 (Teacher interview sheet – question 29) to determine who teaches information literacy skills.

<b>6.8.1</b>	<b>Interviews [L2; T30] indicate that each LMC is open and staffed at the following times.</b>
	<ul style="list-style-type: none"> <li>-open throughout regular school hours</li> <li>-staffed throughout regular school hours</li> <li>-open before school</li> <li>-staffed before school</li> <li>-open after school</li> <li>-staffed after school</li> <li>-open for entire school year</li> <li>-staffed for entire school year</li> <li>-open during the summer</li> <li>-open evenings or Saturdays during the school year</li> </ul> <p>[Identify the buildings and describe the circumstances for the LMCs which have “NO” responses for “open and staffed during school hours, before or after school”.]</p>
	<p><b>Directions and definitions:</b> Read all collected answers for L2 (Library interview sheet – question 2) and T30 (Teacher interview sheet – question 30) to determine if each LMC is open and staffed. The LMC should be open before, during, and after school hours.</p> <p><b>Open:</b> Open all hours (six to seven hours) the students are in attendance.</p> <p><b>Staffed:</b> Staffed by a professional, certified library media specialist OR a library clerk/secretary/paraprofessional all hours (six to seven hours) the students are in attendance. Being closed for duty is not acceptable. The LMS or the library clerk/secretary/paraprofessional is on duty in the LMC at all times.</p> <p><b>Open and Staffed Before and After School:</b> The LMC is accessible (open and staffed) to students and staff before and after school at least the amount of time professional staff is required to be in attendance. The LMS or the library clerk/secretary/paraprofessional is on duty in the LMC at all times. Exception: If all students are transported by bus, the LMC should remain open only until all the buses depart.</p> <p><b>Example:</b> The certified staff is required to be in attendance 20 minutes before class begins and 20 minutes after the students are released, the LMC should be open and staffed for students and staff at least the same amount of time. This would be the minimum the LMC should be open before and after school.</p> <p><b>Open the entire year:</b> Open to students and staff from the beginning attendance day to the last attendance day. Though circulation of materials to students may need to be stopped a few days before the last attendance day, staff and students should be able to visit the LMC and use materials (at least in-house).</p>

	<p><b>Open during the summer:</b> Open all hours during the summer that students are in attendance. If summer school is not available, the library could be open during the summer as a resource to the students and their families. This is optional.</p> <p><b>Open evenings or Saturdays:</b> This is optional.</p>
6.8.1	<p>Team observations and interviews [L3] indicate that each LMC is arranged so that its resources are / are not easily available to students and staff. Team observations, as recorded on the LMC checklists, indicate that the following conditions exist in each LMC:</p>
	-appropriate facilities (environment conducive to student use)
	-age-appropriate furnishings
	-adequate storage/work space
	-appropriate, secured shelving
	-seating space for minimum of two (2) classes (based on average class size in the building)
	[Identify the building and describe the situation for the LMCs which have "No" responses.]
	<p><b>Directions and definitions:</b> Read all collected answers for L3 (Library interview sheet – question 3) AND all team observations reported on the LMC interview sheets to determine if <b>each</b> LMC is arranged for optimum use by students and staff. Each LMC must be visited and viewed to accurately review this section. Materials should be arranged in a manner to encourage and facilitate use. Space, arrangement of furniture, height of furniture, signage, etc. should be evaluated.</p> <p><b>Environment conducive to student use:</b> The facility should be attractive, well lit, organized, and have room to easily move between sections of furniture.</p> <p><b>Age-appropriate furnishings:</b> The furnishings (table, chairs, computer workstations, leisure furniture, etc.) should be sized for the age of the students in the building. Multiple sizes of shelf units and tables and chairs may be needed for some facilities. Example: K-12 LMC.</p> <p><b>Adequate storage/workspace:</b> There should be storage space available for audiovisual materials and equipment, materials being processed, etc. If these items are stored in the student areas, there is a lack of storage space. There should be space (separate from the student areas) to perform professional duties (cataloging and processing of materials, mending materials, etc.). If these duties are performed in the student areas, there is a lack of workspace.</p> <p><b>Appropriate, secured shelving:</b> The shelving should be stable and sturdy to ensure safety. The material used (wood or metal) should be of good quality including the appearance of the surface (lack of rust, lack of peeling paint, etc.). If the shelves are one-sided, they should be attached to a wall or to another shelf to ensure safety.</p> <p><b>Seating space for minimum of two classes (based on average class size in the building):</b> Determine the average size class in the building. Ask the LMS or the administrator involved in the MSIP review for this information. Multiply the average size class number times 2 to determine the minimum number of chairs available to students. The chairs may be at a table, at a computer workstation (in the same room), or in a leisure area. Floor space is not counted as seating.</p>

6.8.1	<p>The district's LMCs have the following technology/informational resources at each indicated grade span to provide access to internal and external resources: [See District Response 6.4.1/6.4.2 for summaries of the LMC technology available at each grade span:]</p>
	-computers which are connected to the Internet/MOREnet
	-laser disc player(s)
	-computers with CD-ROM capability
	-cable/satellite reception and taping services (PBS, Cable in the Classroom, etc.)
	-other:
	<p><b>Directions and definitions:</b> Read 6.4.1/6.4.2 District Response to determine the quantities of each type of technology. The technology must be located in the LMC to be reported in this section.</p> <p><b>Computers connected to the Internet/MOREnet:</b> These computers should be available to students and staff in the LMC. They should have an up-to-date web browser which allows access the Internet.</p> <p><b>Laser disc player(s):</b> A machine that can access information stored on a laser disk (not a CD-ROM).</p> <p><b>Computers with CD-ROM capability:</b> Computers that can access information stored on a Compact Disk (CD-ROM).</p> <p><b>Cable/satellite reception and taping services (PBS, Cable in the Classroom, etc.):</b> The ability to receive a signal (either through cable or satellite). Functioning equipment to tape the signal from cable or satellite. Access to a service with information concerning the information being broadcast, the dates and times and the copyright limitations (if any).</p>
6.8.1	<p>The District Response 6.1.3 and/or the curriculum guides indicate LMC/research/information-seeking skills are / are not found in a written LMC curriculum, and are / are not integrated as part of the curriculum in other subject areas.</p>
	<p><b>Directions and definitions:</b> Read 6.1.3 District Response to where and when research/information-seeking skills are taught. The LMC curriculum may be a "stand-alone" (not integrated – separate curriculum) OR it may be integrated into other subject areas. Either format is acceptable.</p> <p><b>Stand-alone:</b> The library media specialist is completely in charge of student instruction of research/library skills curriculum in the LMC and there is little or no connection to what is being taught in the classroom.</p> <p><b>Integrated:</b> The "LMC curriculum" does not exist as a separate document. The resources and objectives/skills are embedded in core-curriculum areas such as Communication Arts, Social Studies, etc.</p> <p><b>Example:</b> In the Social Studies curriculum guide, there is a unit addressing the Civil War including activities in which research/literacy skills are embedded. The research/literacy skills support the curriculum being taught in the classroom. There is documentation in the unit/activity that students are taught general/specific skills, which they will use to successfully complete the activity/unit. The general/specific skills could include, but would not be limited to, how to use an index, how to read a map, how to effectively search electronic resources including the Internet, etc., The unit, activities, or skills are identified in some manner so a classroom teacher and/or an outside reviewer would know the library media specialist, literacy skills, and resources are directly involved.</p>

6.8.2	<b>The LMC Policy and Procedures Handbook includes:</b>
	-program objectives aligned with the district's CSIP and student performance data
	-evaluation criteria for the LMC program
	-board-adopted LMC policies reviewed within the last five years for:
	<input type="checkbox"/> -confidentiality <input type="checkbox"/> -copyrights <input type="checkbox"/> -selection and reconsideration <input type="checkbox"/> -intellectual access for all LMC resources (providing reasonable access and removing barriers to LMC resources) <input type="checkbox"/> -access to the Internet (when such access is provided)
	Interviews with the LMC staff [L4, 5, 6] indicate that the LMC Policy and Procedures Handbook <b>has / has not</b> been cooperatively developed, and it was last revised in _____ [year]. The following modifications in LMC services/resources have occurred in the last two years: [summarize]
	<p><b>Directions and definitions:</b> <i>Examine the LMC Policy and Procedures Handbook to determine if the following policies exist. If a policy is not found in the Handbook, examine the Board Policy Manual.</i></p> <p><b>Program objectives:</b> <i>CSIP and/or data identifiers should accompany the LMC program objectives. Determine if there is a correlation between the LMC program objectives and the District's objectives listed in the CSIP. Three to five LMC measurable program objectives are ample.</i></p> <p><b>Example: LMC Program Goal:</b> <i>The goal of the LMC program is to serve all students and staff. The Program will provide resources to support the curriculum and to encourage leisure reading. The Program will support all curriculums by integration of skills and team-teaching.</i></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. <i>By the end of the 2002-2003 school year, LMC staff will serve on at least one core curriculum committee to integrate research and technology into the strategies and assessments. (MSIP 6.8.1)</i></li> <li>2. <i>By the end of the 2004-2005 school year, resources in the area of social studies and science will be improved by at least 25 new titles, through weeding and purchases. Assistance and suggestions will be solicited from classroom teachers. (MSIP 6.8.1 and CSIP Goal _____ Strategy _____)</i></li> <li>3. <i>By the end of the 2003-2004 school year, information literacy skills will be integrated and team-taught in grades four, five, and six through a flexible schedule. (MSIP 6.8.1)</i></li> <li>4. <i>By the end of the 2003-2004 school year, the print and nonprint collection will be completely entered into the automation system. Circulation and online catalog will be available to students and staff through the local area network. (MSIP 6.8.3 and CSIP Goal _____ Strategy _____)</i></li> </ol> <p><b>Evaluation Criteria:</b> <i>Evaluation criteria for the program identifies the type of evaluation(s) used, the responsible party, when the evaluation(s) are implemented and to whom the information is reported. This evaluation is more than an evaluation of LMC resources and should involve evaluation(s) of the stated LMC program objectives.</i></p> <p><b>Board-Adopted Policies:</b> <i>Each policy must include a policy number and a date of approval or acceptance. The date should be within the last five years. Place a check mark in the box preceding the name of the policy when it is found. If one or more of the policies are not found, "No" must be chosen.</i></p>

**Confidentiality:** This policy is specific to library records. The policy may, though it is not required, refer to the state statute covering confidentiality of library records. The general policy concerning student records is not sufficient.

**Copyrights:** This policy may or may not include specific copyright guidelines. The policy may refer to the guidelines. A complete copy of copyright guidelines is not required in the policy.

**Intellectual access:** This policy allows students and teachers access to materials without unnecessary/artificial barriers. Examples of unnecessary/artificial barriers include limiting the students to materials denoted as their “reading-level”, shelving to intentionally limit access to certain ages of students, placing some materials “behind the circulation desk” to limit access, etc.

**Access to the Internet:** This policy may be referred to as the Acceptable Use Policy (AUP). This policy is not specific to the LMC but is a district policy addressing the rules for using the district computer network, the Internet, e-mail, etc.

Read all collected answers for L4, 5, 6 (Library interview sheet – questions 4, 5, 6) to determine if the development of the Policy and Procedures Handbook was a joint effort and the date it was last revised. List any changes to services and/or resources during the previous two years. Changes might include the purchase of new materials, the rearrangement of the facility, building or remodeling the facility, a modification of the circulation policy, the implementation or modification of an automated/electronic circulation/catalog system, etc.

6.8.3	<p><b>According to District Response 6.4.4 and interviews [L7], an electronic management system is / is not in place at:</b></p> <p>-all elementary LMC(s)</p> <p>-all middle school LMC(s)</p> <p>-all high school LMC(s)</p> <p><b>Interviews [L8] indicate all LMC resources are / are not cataloged, classified, and processed.</b></p> <p><b>Directions and definitions:</b> Read 6.4.4 District Response and all collected answers for L7 (Library interview sheet – question 7).</p> <p><b>Electronic management system:</b> A system comprised of circulation and an online catalog. Both components of the system must be in place and complete.</p> <p><b>All resources cataloged, classified, and processed:</b> Materials are accessible through the online catalog and are on the shelf. There may be a <b>few</b> things in the process of being cataloged, etc., as this work is seldom 100% complete. List any building that receives a “No” and describe what is missing.</p>
6.8.3	<p><b>Interviews with the LMC staff [L9, 10, 11] indicate evaluation criteria related to instructional needs are / are not used in the resource evaluation process. Collection analysis techniques are / are not used in evaluating the LMC resources, and evaluation criteria related to cultural/equity representation are / are not used. Teacher interviews [T30] indicate the LMC resources support/ do not support the instructional program.</b></p> <p><b>Directions and definitions:</b></p> <p><b>Resource evaluation process:</b> Read all collected answers for L9, 10, 11 (Library interview sheet – questions 9, 10, 11) to determine if evaluation criteria are used to evaluate resources. Refer to the evaluation policy from 6.8.2 for the evaluation(s) reportedly used.</p>

	<p><b>Collection analysis techniques:</b> Read all collected answers for L9, 10, 11 (Library interview sheet – questions 9, 10, 11) to determine if collection analysis techniques are used. These could include the use of the time-sensitive worksheets, the Planning and Evaluation Worksheet, the State Report/Core Data report, circulation statistics, etc.</p> <p><b>Cultural/equity representation:</b> Read all collected answers for T30 (Teacher interview sheet – question 30) to determine if LMC resources represent a variety of cultures, ethnicities, etc. Documentation might include a worksheet used to evaluate different cultural/equity topics. List any buildings that have an overall negative response with details about what topics are not represented.</p>
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6.8.3	<p><b>Team observations from the interview sheet checklist indicate that, based on a sample of the print resources, most LMC resources:</b></p> <ul style="list-style-type: none"> <li>-are age-appropriate</li> <li>-are in good condition</li> <li>-were copyrighted in last 20 years (nonfiction only)</li> <li>-reflect social and cultural diversity</li> </ul> <p><b>Directions and definitions:</b> Sample the nonfiction collection for the copyright component.</p> <p><b>Check a variety of the collection to determine:</b></p> <p><b>Age-appropriate:</b> The reading level of available resources should be appropriate for the age of the students in the building. There should be resources for students in need of remediation and in need of a challenge.</p> <p><b>Good condition:</b> Print materials are in good physical condition including:</p> <ul style="list-style-type: none"> <li>• Spines are in good repair. Taped or glued neatly is appropriate</li> <li>• Pages are clear and not torn</li> <li>• Pages are white or cream and do not show the yellow of age.</li> <li>• Pages are not brittle</li> <li>• Titles and call numbers on spines are easily read</li> </ul> <p><b>Copyrighted in the last 20 years:</b> Actual books <b>MUST</b> be reviewed. The collection must be checked in <b>all</b> buildings.</p> <p><b>Check for Copyright Dates:</b> The Dewey Decimal area to be sampled is listed on the library interview sheet. The sample is taken from the Dewey Decimal (non-fiction) section at all levels. The Dewey Decimal area was chosen as it represents a <b>general</b> use area of the collection. Select 20-30 books. Do not choose sets of books for this sample. Obtain the sample books from throughout the Dewey Decimal range, not 20-30 books in a row. Select the sample randomly without bias. If there are not at least 20 books in the identified Dewey area, extend into the next Dewey number until at least 20 titles can be sampled. Use the library interview sheet to record the copyright dates (<b>1981</b> and before versus <b>1982</b> and after). Complete the worksheet portion to determine the percentages. If 51 percent or more of the sample was copyrighted <b>1981</b> and before, the answer is “No”. If 51 percent or more of the sample is copyright <b>1982</b> and after, the answer is “Yes”.</p>
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6.8.4	<p>Based on the CSIP, interviews [L12, L3; P24, 25], and Core Data Screen 7, improvement plans <b>have / have not</b> been created to address prioritized resource needs and incorporated into the CSIP. Progress <b>has / has not been</b> made in the last three years toward accomplishing the building collection plan. The District Response 6.8.4 reported the following improvements to the LMC resource collections: <b>[verbatim]</b></p>
	<p><b>Directions and definitions:</b> Read all collected answers for L12, 13 (Library interview sheet – question 12, 13) and P24, 25 (Principal interview sheet – question 24, 25) to determine if a building collection improvement plan has been created for each building. Read 6.8.4 District Response to determine what improvements have been made to the</p>

LMC resource collection (addressed in the Building Collection Improvement Plan) in the last three years.

**Building Collection Improvement Plan:** This plan is specific to the building and should specify the priority area of the collection that needs to be improved. The plan should include a specific number of titles to be gained each year and the approximate cost of the gain. The gains should be tracked, on a yearly basis, including the number of volumes gained and the amount of money expended. The expectation is continuous progress throughout the span of years.

**CSIP: Comprehensive School Improvement Plan.** Within the CSIP, the LMC collection should be a focus of some goal or be embedded within any goal. It does not have to be a separate LMC goal.